

# Leader

October 2005

Magazine for Air Force Officer Accession and Training Schools



**Accepting the challenge**  
Officer trainees complete confidence course

*Cadets from AK-20001 judged entries in the Tanana Valley State Fair, Alaska, Lego Building Contest. This was the second year the cadets had been asked to assist with the set up, entry registration and judging of the more than 75 individual submissions. Right: Cadets Brittney McDevitt, Andrea Harris, Marvin McNamee, Dustin Haynes and Jonathan Slater evaluate the 9- to 13-year-old age group building category. (Photo by retired Master Sgt. Greg Corbett)*



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## Leader

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*Cover: Officer trainees descend a rope obstacle at Maxwell Air Force Base, Ala. The trainees complete the course as part of Air Expeditionary Force Week at Officer Training School. AEF Week also challenges trainees through deployment scenarios and leadership problems. (Photo by Carl Bergquist)*

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# Fight together, triumph together

**By Gen. T. Michael Moseley**  
Air Force Chief of Staff



*Gen. T. Michael Moseley*

We are a nation at war. Today marks the 1,426th day we've been fighting Operation Enduring Freedom. World War II lasted 1,347 days. We've now been fighting the Global War on Terror for 2 1/2 months longer than World War II. From the day Desert Storm kicked off, Jan. 17, 1991, the Air Force has been in continuous combat. For 14 years our enemies have shot at us and for 14 years we've returned the favor. But no matter how long the road, we must never lose our focus on winning this fight.

Today, we are engaged more than ever – from across the globe to here at home. From taking the fight to the enemy in Iraq; to rebuilding lives in the wake of hurricane Katrina; to controlling satellites on the other side of the world; to fighting forest fires in the Rockies; to patrolling the skies

over America – you can be proud of the work your Air Force is doing to protect our country.

I'm incredibly proud to be a member of an Air Force family that has over 106,000

Airmen assigned or deployed in 64 countries, on every continent, and in every time zone throughout the world.

We have handled each and every task brought before us with lethal efficiency, because of you. It is an honor to work and fight alongside you in service to our republic. The 684,000 active, Reserve, Guard, and civilians of the United States Air Force are truly a total force. We stand alongside our Army, Navy, Marine Corps, Coast Guard, and Merchant Marine brethren ready to answer the Nation's call. We fight together. We triumph together. Our promise to the joint team is that as Airmen we will always be the best in the world at what we do: dominating Air and Space from 1 inch above the ground to 100,000 miles above the earth.

Today, we have three major challenges facing our Air Force. First and foremost is accomplishing the combatant tasks the president and secretary of defense assign. The tasks will be ones we've done before and ones we've never undertaken.

Second, we must preserve that which makes us the most feared air force in the world --our people. Our culture of excellence must continue to develop Airmen -- Airmen who are the most adaptable, most skilled, most professional, and most lethal the world has ever known.

Third, we face the difficult task of operating the oldest inventory in the history of the United States Air Force. My senior leadership will work to break this vicious cycle. I need you, our Airmen on the line, to continue making the mission happen.

As we work towards a more secure, more peaceful tomorrow, look around. Behind us you'll see a proud, rich heritage. And in front of us is a limitless horizon. So let's push it up, go to work and make the mission happen. ■

**“We have handled each and every task brought before us with lethal efficiency, because of you.”**

**– Gen. T. Michael Moseley**  
Air Force Chief of Staff



# Doing what it takes to be *a top one-percenter*

**By Col. John Newell**  
12th Operations Group, Texas

**A**s a group commander, I spend lots of time writing performance reports. We stratify or rank our top performers, to clearly identify our very best Airmen.

We'd all like to measure up well within our peer group, and most of us try hard to improve every day. After years of observing Airmen and admiring their talents, I'll offer my observations on the characteristics these "top one-percenters" seem to share.

Before I list the ingredients that separate top one-percenters from the great, let me establish the baseline required to get in the game: Top one-percenters live by the Air Force's Core Values. I marvel at the brilliance, the completeness and the simplicity of our Air Force Core Values. If you truly live the Air Force Core Values, you are among the best the Air Force has to offer. Now, do these additional four things, and you'll be a top one-percenter.

Top one-percenters focus on results, not effort. We praise young Airmen for giving 100 percent, even when they don't succeed. Early in their careers, Airmen need positive reinforcement for hard work as successes are few and hurdles are many. But at some point, commanders expect results. Simply put, hard work is not the measure of success and certainly no substitute for results.

Some people never learn to make the distinction between effort and achievement. I'm perplexed when someone

offers me an elaborate explanation for why something can't be done, as if somehow a good story is equivalent to having completed the task.

If you're routinely explaining to your boss why something can't be done, your boss is sizing you up as someone who can't get things done. If you want to be a top one-percenter, ask yourself every day: Do I have a reputation with my boss as someone who can get things done? If you're not confident of the answer, stop trying to look so busy, and start focusing on results – like top one-percenters do.

Top one-percenters deliver more than you expect. Top one-percenters take the boss' vague and fuzzy vision and turn it into a reality beyond what he could have imagined possible. Tell them to build a shack and they come back with a castle. As a commander, there is no higher praise that I can give someone than, "you've delivered far more than I thought could be done." If your boss ever tells you that, you're probably a top one-percenter.

Top one-percenters execute. Elaborate plans are wonderful, but results are delivered through execution. I've learned about execution by watching my squadron commanders.

When their squadrons are doing something important, complicated or risky, you'll see them close by. They're not micromanaging or necessarily giving input, but they're overseeing execution, ready to roll up their sleeves and

lend a hand if the unforeseen occurs.

As a group commander, it's comforting to see my squadron commanders involved in the important tasks. These top one-percenters leave nothing to chance, and the chance for foul ups is during execution. That's why they're there.

Top one-percenters lead. In his new book, "The One Thing You Need to Know," Marcus Buckingham defines a leader as someone who rallies people toward a better future. By this definition, anyone can be a leader, regardless of rank or position.

Consider the airman first class who sees a better way to do a task in his flight and shows everyone how. He's a leader! Top one-percenters see a better future – a vision – and then chart a path to that future. By definition, they are optimistic about the future and the prospects for getting there. If you are a pessimist or naysayer, you can't rally anyone to a better future, and you are, by my definition, the opposite of a leader. Rally people to a better future – lead – and you're on your way to the top one percent.

You probably can tell that I am excited about this topic, just thinking about the sheer excellence that my top one-percenters achieve. As commanders, there's no greater service we can provide our Air Force than to identify and propel our top one-percenters to greater responsibility. As Airmen, we should always strive to be the best. ■

# Air Force leaders announce religious guidelines

**By Master Sgt. Mitch Gettle**

Air Force Print News

Air Force officials announced Aug. 29 the release of interim guidance on free exercise of religion.

Air Force Directorate of Personnel officials issued the interim guidelines after careful consideration of the U.S. Constitution, laws and military necessity. The guidelines were developed after a review at the U.S. Air Force Academy indicated a need for additional guidance on the issue of religious respect throughout the Air Force.

"A crucial part of our vision is that the religious diversity we share as Americans is a strength that sets us apart from many other nations," said Lt. Gen. Roger A. Brady, Air Force deputy chief of staff for personnel. "In a world where many nations are torn apart by religious strife, we must understand that our ability to stand together – those who represent

many religions shoulder-to-shoulder with those who claim no religion – is a great strength.

"Each of us represents the government of the United States and the Air Force," he said. "Our actions must be consistent with the Constitution we are sworn to protect and defend, and with the Air Force Core Values. We demand from one another 'Integrity First, Service Before Self, and Excellence in All We Do.' Our responsibility to the Constitution requires that we not officially endorse or establish religion – either one specific religion, or the idea of religion over non religion – as the only way or the best way to build strength or serve our nation."

The interim guidelines are based on the following principles:

- We are sworn to support and defend the Constitution of the United States. In taking this oath we pledge our personal compliance with the Constitution's protections for free exercise of religion and prohibitions against governmental establishment of religion.

- We will accommodate free exercise of religion and other personal beliefs, as well as freedom of expression, except as must be limited by military necessity. We will not officially endorse or establish religion – either one specific religion, or the idea of religion over non religion.

- Our core values support and are consistent with our constitutional obligations. Our integrity demands that we respect others and that we live up to our oaths. Service before self demands respect for the Constitution, our Air Force and each other, and an understanding that in the military our service begins with

a commitment to our responsibilities, not only our rights. Commitment to a climate in which individuals of diverse beliefs form an effective team is essential to achieving excellence.

- Chaplain service programs are the responsibility of commanders. Chaplains function as staff officers when advising commanders in regard to the free exercise of religion, and they implement programs of religious support and pastoral care to help commanders care for the welfare of all their people.

- Supervisors, commanders and leaders at every level bear a special responsibility to ensure their words and actions cannot reasonably be construed as either official endorsement or disapproval of the decisions of individuals to hold particular religious beliefs or to hold no religious beliefs.

- Abuse or disrespect of our wingmen – our fellow Air Force people – including disrespect based on religious beliefs, or the absence of religious beliefs, is unacceptable.

- We will recognize and value the many heritages, cultures and beliefs represented among us, and build a team by stressing our common Air Force heritage: the oaths we took, the core values that we embrace, and the mission that we undertake to protect our nation.

- At a time when many nations are torn apart by religious strife, we must understand that our ability to stand together as Americans and as Airmen – those who represent many religions, shoulder-to-shoulder with those who claim no religion – is part of our heritage and our strength. ■

**"Our responsibility to the Constitution requires that we not officially endorse or establish religion – either one specific religion, or the idea of religion over non religion – as the only way or the best way to build strength or serve our nation."**

**– Lt. Gen. Roger A. Brady**

Air Force deputy chief of staff for personnel

# *Knowledge is power*

Current operation tempo requires officers to have knowledge of regional, language and cultural studies

**By James C. Wiggins**  
AFOATS Curriculum



*Photo by Master Sgt. Maurice Hessel*

*Staff Sgt. James Partin talks to local Iraqi children during an Operation Kaleidoscope mission in June. The new program adds extra protection to perimeter defense procedures and gives locals a point of contact to call if they see suspicious activity that could harm U.S. or coalition forces. Sergeant Partin is assigned to the 407th Expeditionary Security Forces Squadron at nearby Tallil Air Base.*

**W**ith the advent of the Expeditionary Air and Space Force concept, more and more Air Force officers face the prospect of short notice deployments to many different areas of military interest around the world. Unfortunately, many of our officers are not prepared to deal with the different cultures and languages they encounter around the world. This unfortunate reality can compromise mission accomplishment if individual officers deploy to an area they know little, if anything, about.

Currently, the Air Force provides a country briefing prior to deployment, but the information is inadequate. These briefings are designed to address a myriad of topics in a very short period of time. The briefings include material relating to the general capabilities of enemy systems posing a threat to the deployment location, as well as other threats, such as medical hazards, criminal and terrorist threats, likely reaction of local populace to the unit's presence.

As recent events have shown, many of our people deploy to areas of the world they know precious little about. Professional Air Force officers cannot afford to make this mistake, they must view these pre-deployment briefings as a supplement to their own knowledge base, not as the only knowledge they need to effectively operate and accomplish their assigned mission in a foreign, and possibly hostile environment.

How can an officer's lack of knowledge concerning a country or region effect mission accomplishment? Consider the possible ramifications of an uneducated officer deploying to a country with different customs and laws. Without adequate knowledge of the country's customs, the officer, or his subordinates, could cause an embarrassing international incident if one of them broke a law or custom.

For instance, anyone who has ever served with American forces in a foreign country has seen an example of the infamous "ugly American."

This term, first coined in the 1958 book "The Ugly American" by William J. Lederer and Eugene Burdick originally referred to American foreign policy blunders.

Today, according to Encarta Dic-



Photo by Master Sgt. James M. Bowman

*Staff Sgt. John F. Dziok discusses the locations of buried munitions with a local man at a forward-deployed location in Southwest Asia. Sergeant Dziok is an explosive ordnance craftsman with the 447th Expeditionary Civil Engineer Squadron. He is deployed from the 43rd CES at Pope Air Force Base, N.C.*

tionary, it is generally used to refer to a "stereotypical offensive American: a loud, boorish, nationalistic American ... who is regarded as conforming to a stereotype that gives Americans a bad reputation." These individuals, often under the influence of alcohol, manage to find a way to offend every

host nation citizen they meet. We can ensure Air Force officers avoid this type of behavior through effective regional studies, language and cultural awareness training.

Unfortunately, due to the sheer number of places we deploy our forces, this may be easier said than done.



While most people realize that the Air Force has more than 13,000 members stationed in Germany, and more than 20,000 in Iraq and Afghanistan, few realize that we also have people stationed in places like Denmark, Honduras, Ecuador, Israel, Singapore, Kyrgyzstan, Taiwan and even Canada.

In fact as of April, more than 22,000 active-duty, guard and Reserve members were deployed supporting combat operations worldwide. Obviously, the number of personnel stationed in many of these countries today is small; however, that does not rule out the need for Air Force officers to have at least a working knowledge of the language, customs and history of the areas. For example, few would have predicted in early 2001 that within a few months we would find ourselves engaged in combat operations in Afghanistan against the Taliban regime.

While many were aware of the Taliban because of their views and offensive acts of destroying ancient artifacts such as the Giant Buddhas in the Bamiyan valley of Central Afghanistan, many knew little about the country and its support for Osama bin Laden and the al Qaeda network.

Afghanistan and Iraq are not the only countries where we have deployed our forces in the past decade. Since the end of the Gulf War in 1991, the Air Force has increased its operational tempo, while experiencing a 33 percent drop in manning levels. Much of this increase in ops tempo is attributed to the Global War on Terror in Afghanistan and Iraq.

At the same time, we've also seen

a significant increase in peacekeeping operations in places such as Haiti, Somalia, Bosnia and Kosovo as well as anti-drug smuggling missions in Latin America and tsunami relief efforts in the South Pacific. Many of these operations place officers in positions of direct contact with citizens and military personnel of the host nation. Therefore, we must ensure Air Force officers are properly trained for these potentially tense and often confusing interactions.

To fully accomplish these goals the Air Force must lay the educational foundation during accessions level training and continue to build

on that foundation throughout an officer's career. Since we don't have a crystal ball to tell us where our forces will deploy to over the next few years we must prepare our men and women to face any and all threats in any environment.

For instance, when Operation Iraqi Freedom began in March 2003, no one realized that by early 2005 more than 2,000 Airmen would be engaged on the ground in support of convoy operations in an exceptionally hostile environment in close proximity to the local population. We are quickly learning that to effectively deal with threats such as those U.S. forces are encountering on the ground today, our future leaders must be familiar with all of the challenges they might face when deployed to a particular region. An ongoing regional studies, language and cultural awareness training program will ensure our officers have the knowledge they need to effectively accomplish the Air Force mission.

**"Our future leaders must be familiar with all of the challenges they might face when deployed to a particular region."**

**— James C. Wiggins**  
AFOATS Curriculum

Fortunately, the Air Force has recognized the need for more regional, language and cultural awareness training. In an April Sight Picture, then Air Force Chief of Staff General John Jumper wrote:

"We are an expeditionary Air Force. To continue our success far from home, we must deliberately develop a cadre of Air Force professionals with international insight, foreign language proficiency, and cultural understanding – Airmen who have the right skill sets to understand the specific regional context in which air and space power may be applied. Today's security environment demands officers with international skills."

In order to develop these officers, the United States Air Force is developing an international affairs specialist program. According to General Jumper, these specialists will be assigned to one of two tracks. The first track will develop regional affairs strategists. The specialists will earn a regionally-oriented graduate degree followed by basic and advanced language training, which totals three years in training. They will help the Air Force and Department of Defense develop more international expertise.

The second track, political-military affairs strategists, will aim officers toward an international affairs-related degree. They will develop broader, less specialized skills that will be used in career broadening assignments; the goal is to develop officers in specialties with an advanced awareness of the international context in which we will apply air and space power. According to General Jumper, "this is a Force Development culture change that will develop a global cadre for international affairs."

Fortunately, the Air Force is not alone in recognizing the need to increase the regional, language, and cultural awareness skills of our officer corps.

According to the Department of



Defense's "Defense Language Transformation Roadmap" published in January, post Sept. 11 military operations reinforce the reality that the Department of Defense needs a significantly improved organic capability in emerging languages and dialects, a greater competence and regional area skills in those languages and dialects, and a surge capability to rapidly expand its language capabilities on short notice." The roadmap's first goal is to create foundational language and regional area expertise.

The Air Force Officer Accession and Training Schools is well positioned to answer this call to increase regional expertise in both the Reserve Officer Training Corps and Officer Training Schools. As of August, we are awaiting

further guidance from Air University and Headquarters Air Force on plans to incorporate formal language training programs.

Regardless of the outcome of the proposed Air Force International Affairs Specialist program and the Department of Defense Language Roadmap, AFOATS is challenged with increasing the Air Force officer corps regional and cultural awareness today.

The AFOATS Curriculum Division has established four primary goals for our regional studies and cultural awareness curricula. The first goal is to "expose our graduates to the cultures of various world regions, to include their religions, values and mores."

The second goal is to "familiarize our graduates with the primary issues

and challenges confronting the various regions of the world, to include current political, economic and demographic issues and challenges."

The third goal is to "familiarize our graduates with American interests in the various regions of the world." The fourth and final goal is an overarching goal to "encourage our graduates to continue to study various languages, world cultures, issues, challenges and U.S. interests after they leave our programs."

In other words, we hope to lay the foundation for career long learning that will allow the higher levels of developmental education to build an officer corps that is well educated and cognizant of their role in achieving America's national security goals. ■

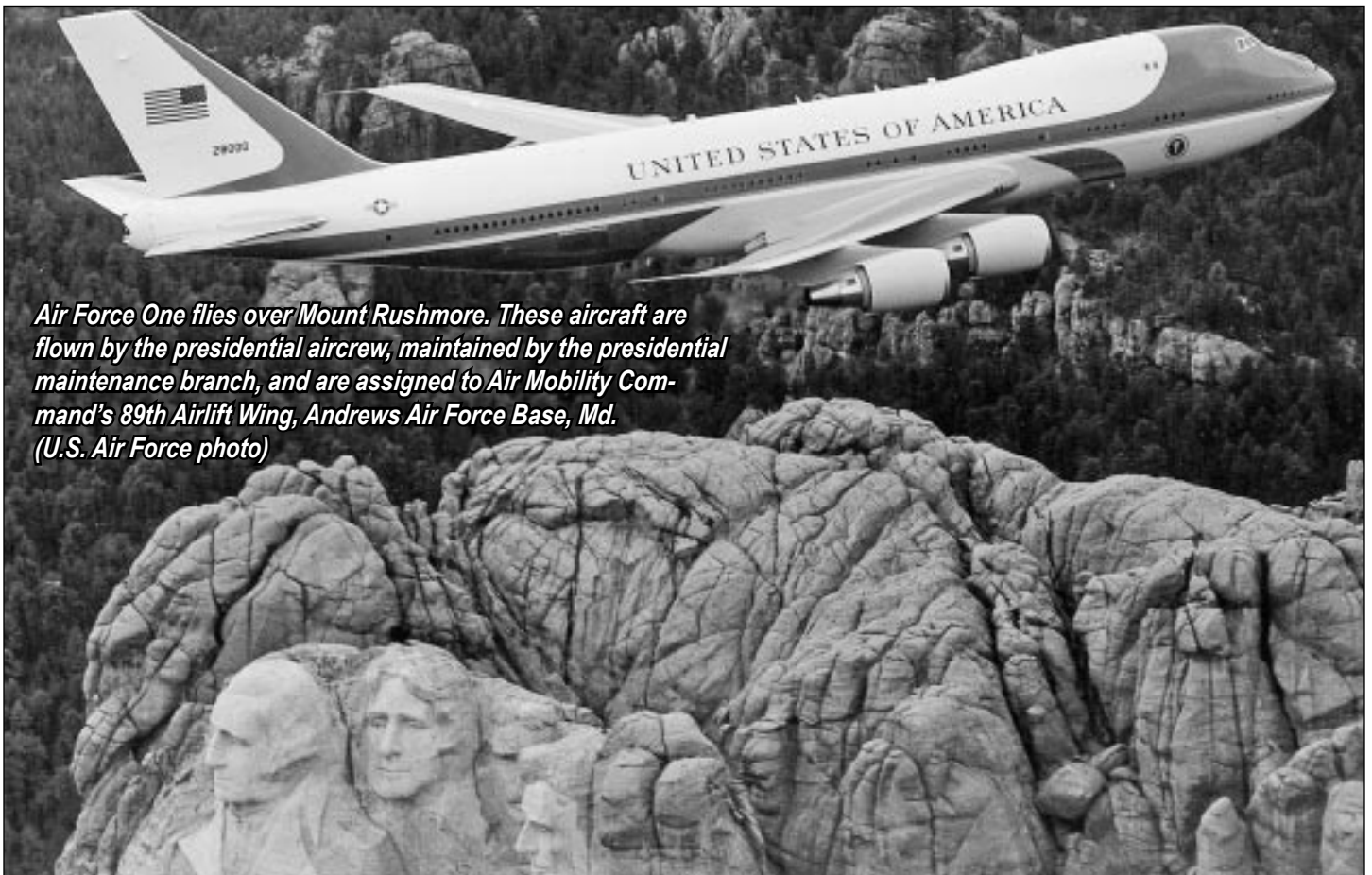


Photo by Senior Airman Shaun Emery

*Airman 1st Class Cory Halma gives supplies to a local boy during a humanitarian trip in Iraq. Airman Halma volunteered to travel off the base to help improve relations between Balad Air Base Airmen and their Iraqi neighbors. He is assigned to the 332nd Expeditionary Communications Squadron.*

# Air Force One pilots inspire cadets

**By 1<sup>st</sup> Lt. Jennifer M. Taylor**  
Det. 810, Baylor University, Texas



*Air Force One flies over Mount Rushmore. These aircraft are flown by the presidential aircrew, maintained by the presidential maintenance branch, and are assigned to Air Mobility Command's 89th Airlift Wing, Andrews Air Force Base, Md. (U.S. Air Force photo)*

**T**here have been only 12 presidential aircraft commanders and Air Force One pilots. Three Air Force One pilots made history when they came together Aug. 18 at the Ridgewood Country Club in Waco, Texas.

The Military Officer's Association of America, Heart of Texas Chapter, hosted the event and ten Baylor Air Force ROTC cadets met retired Brig. Gen. James Cross, President Lyndon B. Johnson's pilot; retired Col. Mark Donnelly, President Bill Clinton's pilot; and Col. Mark Tillman, President George W. Bush's pilot.

"It was truly a once in a lifetime experience," said freshmen Cadet Dan Gunter. "Just hearing current and past officers speak about their experiences in the Air Force only motivated me to study harder. (It) reminded me of the exact reasons I chose to pursue a career in the Air Force."

The experiences shared by the pilots spanned more than 40 years of history, starting when President Johnson was sworn into office aboard Air Force One. Air Force One is an icon that people love to see, said Mr. Cross.

"Everyone knows it is a privilege and an honor to fly Air Force One," said Colonel Tillman.

All three pilots have special memories they will remember forever. For Mr. Cross it was President Johnson's demands and the fact that he never held a grudge. For Mr. Donnelly, it was the 1995 Air Force Academy graduation. For Colonel Tillman, it was flying President Bush Sept. 11, 2001 and the surprise trip into Baghdad Thanksgiving Day 2003.

"I know you have a different job now," said Mr. Cross speaking to Colonel Tillman. "I applaud and commend you."

Even though the memories are different and aviation has changed throughout the years, one common thread united the pilots of Air Force One: teamwork.



Photo by 1<sup>st</sup> Lt. Jennifer M. Taylor

*Cadets Dan Gunter, Dusty Dodge, Brad Bowles and Andrew Dunn speak with Col. Mark Tillman, the current Air Force One pilot. Colonel Tillman has been commander of the Presidential Airlift Group since June 2001. Ten Baylor Air Force ROTC cadets met current and former Air Force One pilots during a Military Officer's Association of America event in August.*

Colonel Tillman recognized that teamwork is necessary to ensure the aircrafts are prepared to fly the president.

"It's a real tribute to the Airmen that service the jet," he said. "There are 213 folks that guarantee the plane will take off every time."

Det. 810 cadets are taught the importance of teamwork from the moment they joined ROTC; however, hearing the pilots discuss the topic helped the cadets see the bigger picture.

"Although I've known for sometime that the Air Force is about teamwork, the Air Force One pilots reiterated to me that the Air Force is an organization that thrives on teamwork for success of the mission," said Cadet Scott Roark.

Teamwork is the reason why Air Force One has a 100 percent mission-success rate.

"That night I learned about how the

Air Force has some of the finest people in the world," said Cadet Dusty Dodge. "No matter what job you have, whether it be flying the plane or pumping gas, every single person is a vital part of the mission. Only with everyone working together as a team to get the job done, can you accomplish what normally would be the impossible."

History will continue to be made aboard Air Force One for years to come. The cadets who attended the event walked away ready to serve in the Air Force.

"As a true aviation enthusiast this experience fueled my motivation about becoming an Air Force officer," said Cadet Roark. "I am greatly looking forward to commissioning. It's exciting to think that I will be joining Air Force professionals like these in a couple of years." ■



# Cadets honor World War II veterans by re-enacting Bataan Death March

**Cadet Adam B. Ward**

Det. 172, Valdosta State University, Ga.

**S**ixty-three years after the Bataan Death March in the Philippines, hundreds of marchers from across the nation participated in the 16<sup>th</sup> annual Bataan Memorial

Death March at White Sands Missile Range, N. M., in March. Det. 172 sent two teams to participate in the event. Team A was made up of Walt Spangler, team captain, Mike Hoss,

Matt Graham, Daniel Fischer and Robert Meeks. Team B was made up of Akeem Scrubb, team captain, James Newsom, Dustin Williams, Chris Juhl and Adam Ward.

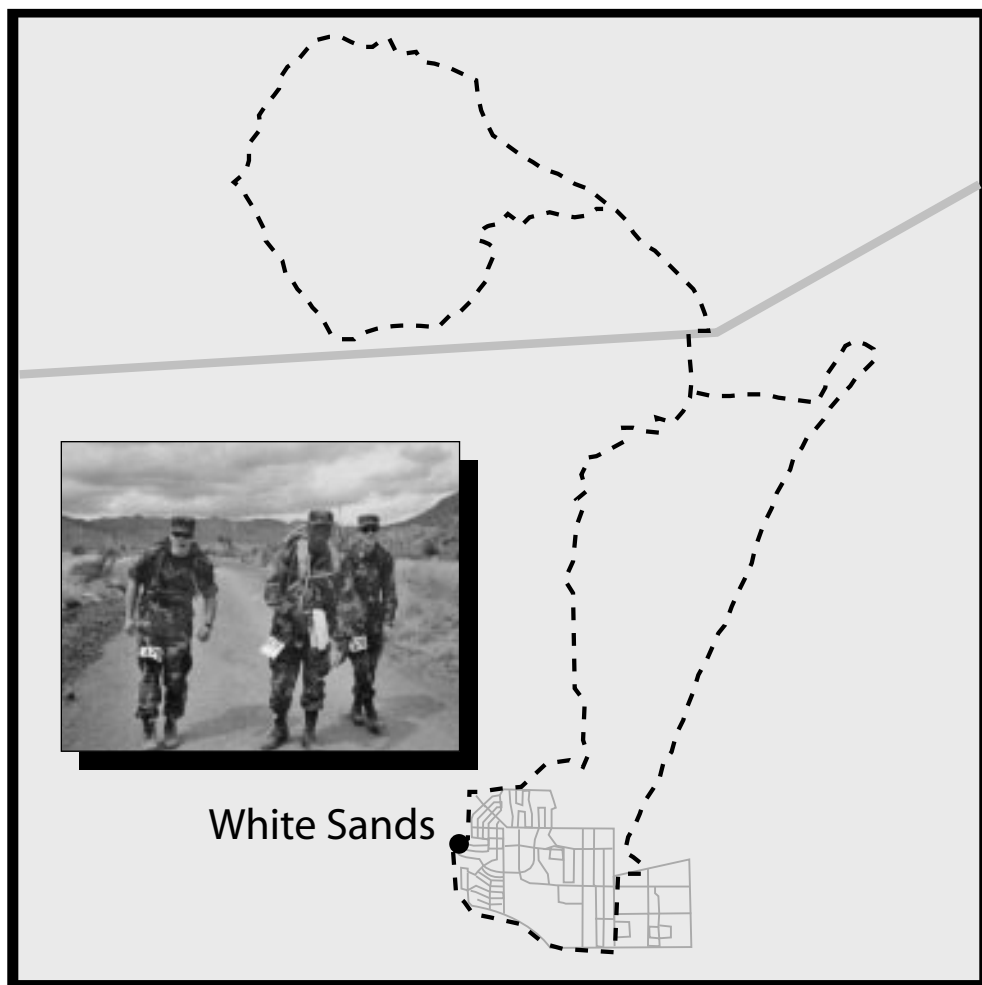
The march stretches across a 26.2 mile course through intense desert terrain. Deep sand, mountainous slopes, strong winds, and 35- to 40-pound ruck sacks presented a challenge more difficult than anything else the cadets had experienced before.

Thoughts of insanity crossed my mind as I drove to my detachment to meet up with the rest of the team. After months of rigorous training and preparation, it was time to leave at last. "New Mexico or bust" seemed to be the goal in all of our minds as we started the 30-hour drive to White Sands, N.M. Spirits were high and expectations were great.

After arriving in New Mexico, we checked in, and our two team captains went to their captains' meeting. The remaining teammates talked to some of the veterans who were there, the real Bataan Death Marchers. It was amazing to hear their stories; I felt extremely honored to learn about their experiences, and I thanked them for their sacrifices.

The opening ceremony was a very solemn and patriotic time that gave respect to the prisoners of war.

After the ceremony we went to the starting line. Minutes seemed like hours, until finally we were off! We started marching at a moderate pace, but I felt like a race horse that had just been released from his stall. I could



*Det. 172 cadets participated in the 16th Annual Bataan Memorial Death March at White Sands Missile Range, N.M., in March. Participants marched 26.2 miles through deep sand, mountainous slopes and strong winds. Above: Months of training enable Cadet Adam Ward, Cadet Akeem Scrubb, and now 2nd Lt. James Newsom to complete the memorial march.*

have sworn that I was walking at least 50 miles an hour.

The first ten miles were a breeze. There was a lot of sand and wind, but it did not seem to matter. At the ten-mile mark, the course started to incline. Going uphill was much harder than the flat, sandy part we had just finished.

We were still energetic and optimistic as we started up the incline. What started out as a hill turned out to be a mountain with an elevation over 5,000 feet. The trail was about four-and-a-half miles up the mountain and four-and-a-half back down. The intense incline and equally painful decline of the mountain left us dragging at mile 19.

This is where things really got interesting. By this point, we were completely exhausted, with yet another seven miles to go. Another mile crept by, and the temptation to quit started getting stronger. My body was crying out in pain, and my mind was teeming with thoughts of failure.

My joints were inflamed, and my head was spinning. Each step brought a new challenge, both mentally and physically. As physically strenuous as the whole event was, the mental aspect was twice as hard.

I had to keep telling myself of how important I was to my team and how important finishing together was for all of us. I knew that failure was not an option. I had trained too hard and too long to fall short by only a few miles. I could not let my team down.

Then at mile 20 we hit a sand pit. Not just any sand pit, however, this was the sand pit that we had heard about before the march. It was about a mile and a half of deep, loose sand that made walking almost impossible. When I stepped forward, it seemed that the sand caused my boots to slide back toward me as if I had not even taken a step. This made the distance feel so much further.

Aside from the difficulties the sand presented, the wind was blowing approximately 30 miles an hour directly

in our faces. In the beginning, wind and sand did not seem like an issue, but now it was our greatest challenge.

Even worse, the two seemed to be teaming up against us. The wind grazed our tired faces with little sharp pieces of sand, scraping our already chapped cheeks so that they nearly bled. To make matters worse, the sand went into our noses and mouths causing breathing problems.

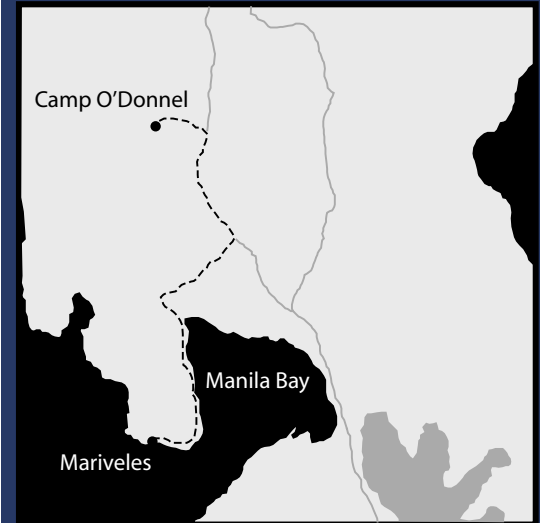
We had to rely on each other for encouragement. I reminded myself that no matter how hard it seemed or how tired I felt, the guys on my team felt the same pain. We continued to encourage each other as we neared the finish line. When we were only a couple of miles away from the end, we all seemed to get a second or third wind, and we pressed on toward the finish line.

Finally, we reached the 26<sup>th</sup> mile marker and knew that we only had two tenths of a mile left to go. We marched on, turned the corner, and there was the finish line. An overwhelming sense of joy came over us, and we marched proudly to the end. We had finally made it. We crossed the finish line, completed our mission, and were proud of it. It was, without a doubt, one of the greatest moments of our lives.

Our excitement and exhausted enthusiasm were only surpassed by our increased respect for the POWs who had made the original Bataan Death March across the Philippines in World War II. Their march was not 26.2 miles; it was around 70. They did not have a welcoming party and medical tents at the end of their march; they had a prison camp.

They did not have trucks to pick them up if they could not finish the march; they had Japanese soldiers waiting to kill them if they fell behind. The POWs did not march for a feeling of pride or accomplishment, they marched for their lives. We found a new respect for them. We marched to give them honor. They marched to give us freedom. ■

## History of the march



***By the end of 1941 American and Japanese naval forces were spread throughout the Pacific Ocean. The Japanese attacked and overtook many Southeast Asian countries, and the Philippine Islands were no exception. As a result, more than 70,000 American and Filipino troops were cut off from American supply lines and isolated on Bataan, a Philippine island.***

***The troops, under the command of Army Maj. Gen. Edward P. King, made a strong stand against the Japanese in spite of their exhaustion and malnourishment due to months of consuming half to a quarter of normal food rations. An ammunition shortage was another reason why the troops were becoming more vulnerable. Despite their efforts, the troops were forced to surrender to the command of Gen. Masaharu Homma on April 9, 1942.***

***Due to the number of troops taken captive, the prisoners of war were forced to march approximately 70 miles to Nueva Ecija, a Philippine province. Their destination was Camp O'Donnel, a prisoner camp. This marked the beginning of the Bataan Death March, a harrowing journey that would cost the lives of more than 16,000 men.***

# Hostage



*Special Weapons and Tactics teams escort handcuffed officer trainees during a mock hostage drill. The officer trainees from Officer Training School took part in a anti-terrorism drill Aug. 27 tailored after the tragic incident in Beslan, Russia. More than 25 federal, state and local agencies took part in the exercise.*



# Officer trainees play key role in SWAT exercise



**By Senior Airman Jonathan Ortiz-Torres**  
Headquarters Air University Public Affairs, Ala.

**T**hree hundred and thirty three people at a school in Beslan, Russia, were killed, more than half of them children on Sept. 1, 2004. The three-day hostage-taking ended in explosions and gunfire – a scene that according to a local police sergeant is a possibility in the United States.

That event inspired Alabama's largest anti-terrorism drill Aug. 27 where more than 25 federal, state, and local law enforcement and emergency response agencies including the Department of Homeland Security, took over Holtville Elementary, Middle and High schools in Elmore County.

Still, the drill may not have been as realistic without the more than 100 volunteer hostages from Officer Training School here.

"The purpose of the exercise was to evaluate emergency procedures and look for ways to improve them," said police Sgt. Chris Zeigler, commander of the Elmore County Special Weapons and Tactics team. "This was the first time we've done an anti-terrorism drill of this scale in Alabama. We had between 250-300 participants."

Sergeant Zeigler, who organized the drill, said he based the scenarios after the Beslan incident.

"After reading a case study about the terror in that Russian elementary school and the possibility of it happening here, I knew we weren't prepared for that," he said.

Three busloads of officer trainees arrived at the rural school shortly after sunrise that morning and were led by exercise evaluators into classrooms, auditoriums and cafeterias to play hostages; others simulated being dead and some played human shields for the "terrorists."

The first hour was relatively quiet; that is until exercise officials began to plant simulated improvised explosion devices or IEDs on the trainees. This was the first time many of the officer trainees left the OTS campus and the base since they began their 12-week basic officer training.

"We couldn't have done this drill without the help of the people from Maxwell," said Sergeant Zeigler.

At the high school, five trainees were duct-taped and seated Indian style around a propane tank wired with simulated explosives. Dozens more had fake grenades taped to their hands.

"The majority of the casualties in Beslan were the result of improvised bombs," said Sergeant Zeigler. "We had bomb disposal teams place simulated IEDs all over the three schools including booby traps."



***Above: Officer trainee Lamar Mister is escorted by SWAT team members out of a middle school after being "shot" by a mock terrorist. The officer trainees played hostage during a mass anti-terrorism drill Aug. 27.***



***Left: A group of officer trainees follow directions from SWAT teams as they are taken out of the middle school one by one.***

***Right: A group of officer trainees from Officer Training School, Maxwell Air Force Base, Ala., are duct-taped to a propane tank rigged with simulated explosives.***



*Photos by Senior Airman Jonathan Ortiz*

**F**irefighters from several counties played the masked terrorists totting rifles and handguns; however, they weren't "alive" for too long.

When the exercise got underway, what was beginning to look like a lazy afternoon turned into an all-out, dramatic hostage rescue scene out of a movie.

Several SWAT teams stormed the schools and "took out" most of the terrorists while fire trucks and ambulances from neighboring counties pulled into the schools' parking lot. Even a SWAT armored tank was thundering toward the school until a simulated rocket-propelled grenade stopped it. County helicopters circled the school to keep watch as well.

In reality, the drill was far from perfect. Bombs exploded, terrorist killed

hostages, and SWAT teams lost communications, but that is what officials expected.

"Nothing surprised me," said Sergeant Zeigler. "We don't face this type of scenario every day, and hopefully we never will, but the truth is if a terrorist were to do this here, there's a whole new set of rules of engagement.

"It's almost like we have to play a deployed military role," said the police sergeant who served in the Marine Corps. "This is hard for American law enforcement to make the switch from dealing with domestic criminals to fighting terrorism."

For the future Air Force leaders attending basic officer training, their role as hostages goes farther than simply help-

ing the community.

"They get to see and appreciate what the local law enforcement is doing to keep people at home safe," said Lt. Col. Bruce Danskine, 24th Training Squadron commander at OTS. "This will become more apparent when they deploy to support the war on terrorism while people back home are preparing and fighting for the same cause."

For officer trainee Christopher James, upper classman in charge of the trainees, "It was kind of neat, at least from our perspective. It was like watching it in third person. The first-hand experience to see how (law enforcement and emergency agencies) handled themselves is a learning experience that you can't get from reading about it in a book." ■



# Air Force ROTC hosts distinguished educator visits

**By Ann Easterling**  
AFOATS Public Affairs

**A**ir Force ROTC officials are making every effort to solidify and strengthen their partnership with the 144 universities across the country that host Air Force ROTC detachments.

They have found that one of the most effective ways to do this is by inviting key university officials from institutions that host Air Force ROTC detachments to visit field training locations to observe cadets in action and to see first-hand how Air Force ROTC-trained young officers carry out their responsibilities.

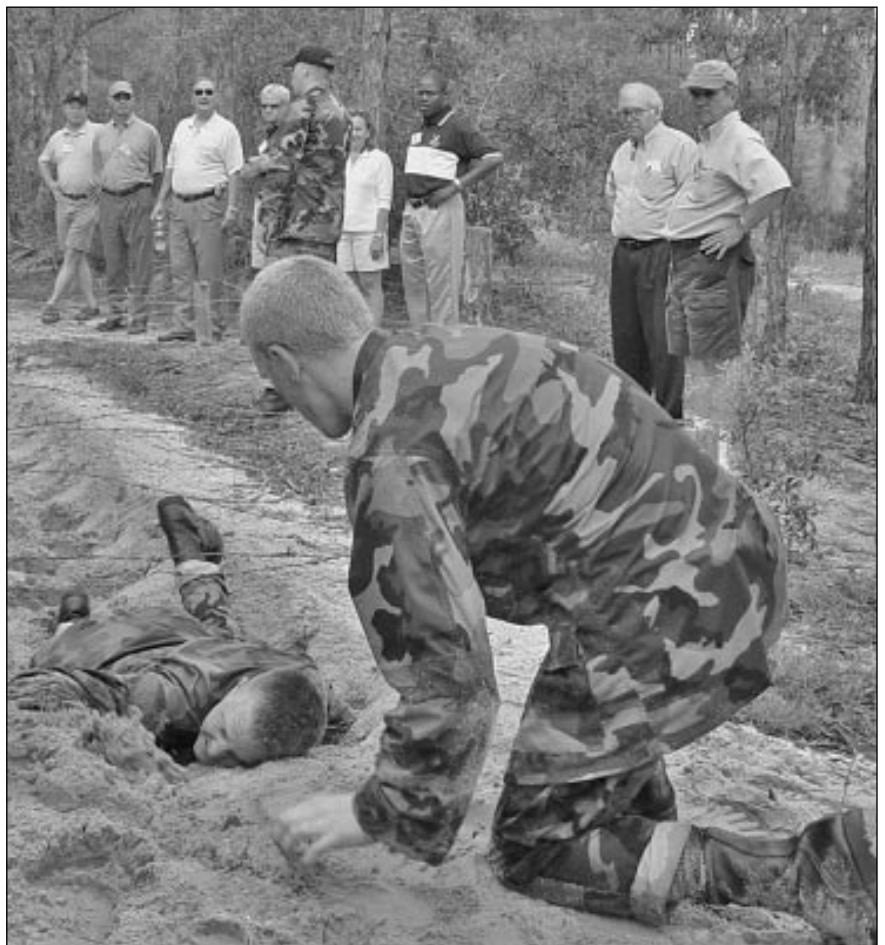
Two sessions were held this past summer. About 20 educators from northeastern and southeastern universities attended the field training unit held at Maxwell Air Force Base, Ala., June 6-9. Approximately the same number of educators from northwestern and southwestern universities attended the field training unit held at Tyndall AFB, Fla., July 25-28.

The session at Maxwell AFB was the first time in more than 20 years that field training was held here. The first day, Field Training Day, allowed educators to observe cadets participating in the Leadership Reaction Course, an exercise at the Blue Thunder training area, and the confidence course. This is a part of the congressionally-mandated field training each ROTC cadet must complete to become a commissioned officer in the Air Force. Educators also had an opportunity to participate in a group leadership problem and have lunch with cadets from their universities — the candid one-on-one conversations were a highlight of the day.

The second day of each session is Air Force Day. At Maxwell, the educators received briefings about Air University, a tour of the Enlisted Heritage Hall at Gunter Annex and lunch with junior officers who acquired their commissions through Air Force ROTC. A panel dis-

cussion after lunch with junior officers from various career fields gave the educators an opportunity to ask questions about how their training prepared them for their responsibilities in today's Air Force.

Educators attending the session at



*Photos by Ann Easterling*

*Air Force ROTC distinguished educators observe ROTC cadets going through the confidence course at Tyndall Air Force Base, Fla., during the Field Training Unit in July.*

Tyndall AFB enjoyed similar activities on Field Training Day and Air Force Day with the addition of receiving a briefing on the F/A-22 Raptor and the F-15 Eagle. The visit to the F-15 simulator was another highlight of this trip.

Some of the positive feedback received from the educators attending both sessions were, "I will investigate options to make Air Force ROTC more visible in our college recruitment activities," "Now, I am definitely an advocate and will communicate the benefits of Air Force ROTC to the students with which I work," "I will be able to share with other faculty the quality and intentions of Air Force ROTC – can also ensure parents of quality and safety."

"The Air Force ROTC Distinguished Educator Visits are an invaluable tool to help us acquaint our host-university leadership with our mission and showcase the world's greatest Air Force at the same time. The visits help create a closer bond with the universities and will reap tremendous dividends for Air Force ROTC and the Air Force in years to come," said Col. Steve Wayne, Air Force ROTC commander. ■



*Top right: Ms. Heidi Thompson, Embry-Riddle Aeronautical University, Prescott, Ariz., and Dr. Michael Prewitt, University of Missouri-Columbia, attendees of the Air Force ROTC Distinguished Educator Visit, participate in the confidence course at Tyndall Air Force Base, Fla., during the Field Training Unit in July.*

*Above: Several participants of the Distinguished Educator Visit at Maxwell Air Force Base, Ala., enjoy lunch with the cadets in May.*

# Third generation continues in the family business

## The Holadays served for more than 60 years in the Air Force

**W**hen 2<sup>nd</sup> Lt. William G. Holaday completed ROTC at North Carolina State College in 1941 and entered the Army Air Corps, he had no idea that he was starting a family business that would continue to grow and prosper into the next century.

After World War II, newly promoted Major Holaday and his wife, Ione, decided to stay in the service at Eglin

Field, Fla. He applied to transfer to the newest service and exchanged his Army uniform for Air Force blue on Sept. 18, 1947. He retired as a lieutenant colonel after completing 25 years on active duty and went on to serve another 15 years as an Air Force civil servant in the Pentagon.

Their first son, William, entered the Air Force Academy in 1964 and served twenty years as a KC-135 and C-130 pilot, retiring in 1988 as a lieutenant

colonel.

Their second son, James, enlisted in the Air Force in 1969 and graduated from the University of Virginia's Air Force ROTC program in 1975. He recently retired after 33 years of service spanning five decades.

He flew as a KC/EC-135 instructor navigator at Seymour Johnson, Castle, and Offutt Air Force Bases and had a seven-year stint at the Pentagon, serving on the Air Staff, the Air Force



Photo by Tech Sgt. Brian Moore





Courtesy photo

*Far left: Senior Airman Brandon Holaday and 1st Lt. Joshua Holaday congratulate Col. James Holaday at his retirement ceremony in May.*

*Left: Lieutenant Holaday stands on the flightline during a recent deployment to a forward deployed location*

*Below: Airman Holaday sits inside an air intake of a jet turbine during a deployment to Southwest Asia.*

Secretariat Staff, and the Office of the Secretary of Defense Staff.

James also completed four tours in Air Force Recruiting Service and commanded the 341<sup>st</sup> Recruiting Squadron at Lackland Air Force Base, Texas. At his last assignment, he was a Professor of Aerospace Studies at Det. 730, University of Pittsburgh.

Both of Col. James Holaday's sons have followed in his footsteps by joining the Air Force. 1<sup>st</sup> Lt. Joshua Holaday, a 2003 graduate of the University of Virginia, also earned his commission through the Air Force ROTC program at Det. 890, where he was the cadet wing commander.

After pilot training at Vance AFB, Lieutenant Holaday received a C-17 assignment to Charleston AFB, S.C.

His younger brother, Senior Airman Brandon Holaday, was the latest to join the family business – he enlisted in the Air Force in 2003, a year after graduating from Randolph Field High School at Randolph AFB, Texas. A KC-135 boom operator, he completed training at Altus AFB, Okla., before being assigned to McConnell AFB, Kan.

Airman Holaday already has three Air Medals to his credit for flying 60 combat missions over Iraq and Afghanistan and recently was selected as senior airman below the zone. Both Airmen

were able to attend Colonel Holaday's retirement ceremony at the University of Pittsburgh.

Colonel Holaday's great-grandfather fought in the Civil War, and recently the colonel discovered that his seventh-great-grandfather was a captain who fought alongside Gen. George Washington in the Revolutionary War at the Battle of Monmouth in New Jersey. "It really is a family business!" Colonel

Holaday said.

He and his wife, Connie, are proud of their sons' decision to join the Air Force. "They are serving our country in challenging times, and we know that what they are doing is making a difference," he said. "We are especially proud that a member of our immediate family has been on continuous active duty in the Air Force or Army Air Corps since July of 1941." ■



Courtesy photo

# War games:

## ROTC cadets 'deploy' at field training

**2nd Lt. William Powell**

325th Fighter Wing Public Affairs, Fla.



The Air Force ROTC cadets from across the nation training at Tyndall Air Force Base, Fla., in August spent their final weekend in a simulated deployment field training exercise.

Field training prepares cadets for when they eventually, and undoubtedly, deploy while on active duty, said Lt. Col. Mark Hetterly, field training exercise team chief.

"The Air Force is deploying to austere locations where they haven't gone to in the past," he said. "We want to expose the cadets to the expeditionary Air Force and prepare them for their role as second lieutenants on active duty."

When the cadets arrived at the cantonment area near the flightline Aug. 3, they were responsible for setting up

their own tents for sleeping and working in and the perimeter around the location. They also had to plan their own sleep, work and meal schedules.

"They have to decide how they're going to allocate all their resources," Colonel Hetterly said. "They not only learn leadership, but followership as well."

Once the cadets established themselves there, the instructors and evaluators began testing the cadets' responses to different scenarios including simulated food poisoning, mortar attacks, snipers and suicide bombers.

"We're giving them a better idea of what to expect when they get on active duty," said Master Sgt. Shawn Swift, field training exercise NCO in charge. "We have to obviously tailor it down some since cadets don't have all the training some active duty members have, but they are learning a lot."

"I know I've learned a lot here, especially about communicating with others," said Cadet Gerrett Cook, a chemistry major at the Citadel. "There's been a lot more mental pressure than I was expecting from being placed in leadership positions, but I know I'll use this experience and the leadership training in my future job in the Air Force." ■

*Left: Two ROTC cadets spot a possible threat in the distance. The cadets were involved in field training at Tyndall Air Force Base, Fla., in Aug.*

*Right: A cadet positions himself to fire his M-16 replica during the field training exercise.*

*Below: Cadets carefully transport a fallen comrade while other cadets keep watch for a possible enemy attack.*



*Courtesy photos*



# After 12 weeks of training, officer trainees commissioned

**By Staff Sgt. Jay Ponder**

Headquarters Air University Public Affairs, Ala.



*Photo by Carl Bergquist*

*Officer trainees celebrate after completing the graduation ceremony in August. During their 12-week training at Officer Training School at Maxwell Air Force Base, Ala., the officer trainees learned about the profession of arms, communication studies, military studies and leadership studies.*

**C**lass 05-07 of the Officer Training School at Maxwell Air Force Base, Ala., was poised Aug. 12 to graduate after what had seemed to be a short lifetime of grueling days of physical training and intense weeks of study.

The newly commissioned officers will fan out across the globe performing their new jobs and using knowledge they learned at OTS.

"Some go to overseas or specialized training related to their career field," said Capt. Johnnie Dennis, Director of Operations, 2nd Student Squadron, OTS. "We even had one graduate go to the band."

However, the majority of this class is staying here at Maxwell to attend schools after graduation, said Officer Trainee Jason R. Guyette.

The twelve weeks of training was filled with academics, drill, military customs and training.

During Air Expeditionary Force Week, a deployment exercise, in the 11th week, the upper classmen are given a variety of leadership challenges to test their ability to manage resources, people and time. They participate in pallet construction scenarios and plane crash scenarios where officer trainees learn teamwork while rescuing a pilot.

Coming out of the 11th week, the officer trainees looked back at their experiences.

Officer Trainee Ralph G. Foshee said of the last two weeks prior to graduation, "it kept us grounded probably more to our benefit because during this time, we got ready for our Air Expeditionary Force."

Officer Trainee Foshee, an Atlanta native, participated in the AEF in the 11th week at Blue Thunder, an area at Maxwell set up as a realistic deployed site with tents and other equipment.

"We participated in leadership prob-

lem scenarios like recovering a downed Airman," he said. "That was a lot of fun and we got to use skills that we had learned in class as upper classmen."

Captain Dennis indicated that in the last week of the 12-week course, the officer trainee spends most of the time in preparation for graduation.

A variety of activities took place through out the week including a Wing Awards Ceremony highlighting the accomplishments of officer trainees during the 12-week period and a Basic Officer Training Dining Out, which is an occasion for officers to meet socially at a formal military function, including a guest speaker.

The last week also included a Spouse Orientation Day and an Open House for their families. The spouse orientation is designed to introduce the spouses of the newly commissioned officers to the military. The spouses participate in a tour of the base so they see a typical military installation. They visit the Child Development Center and housing facilities.

The spouses are then introduced to a panel of military spouses of the staff to answer any questions about being married to a member of the military.

OTS held four commissioning ceremonies where forty-two people in four flights received their commissions in this class. The officer trainees are given the honor of selecting an officer to commission them into the Air Force. In addition, there is opportunity for the new 2<sup>nd</sup> Lieutenant to render the first salute to an enlisted member.

The ceremony was followed with a graduation parade. This is the culminating event which required numerous hours of preparation. Led by OTS Military Training Instructors, the officer trainees were taught the military customs and courtesies and proper drill and ceremony procedures for the event.

Officer trainees completing their training are not the only trainees affected by the commissioning ceremonies.

"When the 'upper' class graduates, the lower class assumes the position of the upper class. A new class then comes in on the following week and it then becomes the lower class," said Captain Dennis.

"When the lower class becomes the upper class, those members of the upper class become the leaders and apply the knowledge they have learned as the lower class," said Captain Dennis.

Three months of physical and mental challenges has made an impact on the officer trainees' lives. Officer trainees who meet the challenges are rewarded for their dedication and hard work.

Officer Trainee Foshee, when asked if the three months in OTS had been worth it answered, "Absolutely. I look forward to my commission. I wanted to be in the Air Force, but it wasn't till I got here that I really wanted to do this."

"Definitely," said Officer Trainee Guyette, a prior enlisted man who will be attending navigator training. "It hasn't been the most fun temporary duty assignment I've been on, but it's definitely been the most rewarding!"

OTS is separated into two categories, Commissioned Officer Training and Basic Officer Training. COT, a 4 1/2 week program, teaches leadership skills to over 1,300 new judge advocates, chaplains and medical officers each year.

BOT is normally programmed to train and commission 1,000 officers annually. The officer trainees are usually college graduates who did not attend the Reserve Officer Training Corp in college.

BOT training is based on respect and professionalism, said Captain Dennis. Courses of study include the profession of arms, communication studies, military studies and leadership studies. ■

# Cadets conduct survey to gain senior NCO insight

**Capt. James R. Lovewell**

Det. 860, Utah State University, Utah

A key time for future officers to learn from senior NCOs is before they become officers. The cadets and cadre at Air Force ROTC Det. 860 are concluding a 24-month project designed to capture a portion of the wisdom, insight and advice of the Air Force's senior NCO corps and share it with more than 15,000 cadets through ROTC and Officer Training School textbook input.

Each officer trainee and ROTC cadet – regardless of the career field, will face a host of tough leadership challenges immediately after commissioning. Learning senior NCO perspectives and working side-by-side with these professionals is critical to the cadets' success, both as leaders and as followers. The senior NCO body of knowledge and advice showcased in this project has been built the hard way – with experience on the front lines of our Air Force's mission, and from countless years leading enlisted personnel at bases world-wide.

With support from the Top III at Hill Air Force Base, the Ogden Air Logistics Center and 75th Air Base Wing senior leadership, the Air Force Officer Accession and Training Schools' curriculum team, and the research design assistance of Dr. Dawn DeTienne, assistant professor of business at Utah State University, 50 cadets from Det. 860 traveled to Hill late last spring to interview 90 senior NCOs from the base's Top III, an organization comprised of the top three enlisted ranks. The project took 18 months to plan and coordinate with a host of Air Force agencies, one day to execute and six months of compiling and computing data. Completion is scheduled for mid-fall 2005.

To further enhance the project's academic credibility and methodology, operations were conducted under exact guidelines and with the approval of the Institutional Review Board. The IRB is

a national agency with which university researchers must coordinate research efforts.

During the execution phase, senior NCOs spent roughly one hour being interviewed by cadets and taking a leadership survey. Four interview sessions were held throughout the day in order to better accommodate the senior NCO's busy schedules. Two tools were designed to gather inputs from senior NCOs, each with a distinct goal in mind. Cadet-led interviews provided first-hand accounts and advice while an extensive paper-based survey provided trend data on the senior NCO/junior officer mentor relationship.

The purpose of the tape-recorded cadet interviews was to build a record of senior NCO opinions, suggestions and insights to enhance cadet knowledge of senior NCO working relationships prior to their first duty assignment. Cadets

asked senior NCOs a standardized set of questions which covered leadership, followership, junior officer technical expertise and communications. Recorded interviews were transcribed into a 250-page computer document, which is now being edited for publication. Although the portion bound for text use will be pared down, the entire account of interviews will be available to all detachments and OTS instructors.

A scenario-based survey in which senior NCOs were presented 12 scenarios involving a junior officer was the second information gathering tool. Each senior NCO was then asked how likely they would be to choose from among 15 different courses of action.

Data collected from the survey will help identify response patterns and examine the question of how senior NCOs train and mentor young officers and the techniques they are likely to employ. ■



*Courtesy photo*

*Cadet Matthew Lyon interviews a senior NCO during a 24-month project designed to gain insight and wisdom from the senior NCO corps. The information will be incorporated into a textbook for use at ROTC detachments and Officer Training School.*





*More than a hundred Robert E. Lee High School, Ala., cadets and students held a ceremony Aug. 9 to remember the lives lost on Sept. 11. Cadet Justin Gate was the master of ceremonies for the unit's third annual memorial. The ceremony also featured the Junior ROTC drill team, choir and bugler David Harrison.*

*"This is an important ceremony for the cadets because it lets people know we still care, and it gives respect to those who have fallen," said Cadet Temika Carter. (Photo by Senior Airman Krista Coons)*





# Hawk on the line

An HH-60G Pave Hawk helicopter sits ready for a mission at Eielson Air Force Base, Alaska. The primary mission of the helicopter is to conduct day or night operations into hostile environments to recover downed aircrew or other isolated troops during war. It is assigned to the 210th Rescue Squadron's, Detachment 1. (U.S. Air Force photo by Airman 1st Class Anthony Nelson Jr.)

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